**FY22 Student Opportunity Act Plan Amendments: Additional Detail on Review Criteria**

This resource is intended to provide additional detail about the plan review criteria that DESE’s SOA plan reviewers considered as they read districts’ FY22 SOA Plan Amendments. The left-hand column summarizes the statutory requirements for 5 broad elements that reviewers will consider: 1) Data analysis and selection of student groups; 2) Selection of evidence-based program areas; 3) budget/resource allocation; 4) engaging all families/caregivers; and 5) stakeholder engagement in SOA plan development. The right-hand column highlights examples of why a plan element may be flagged as *Needs additional information in order to meet statutory requirements* or *Meets expectations, with recommendations for strengthening*. These ‘look-fors’ are illustrative and not exhaustive.

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| **Plan Element #1: Gap Analysis and Selection of Student Groups**  |
| **Statutory Requirement(s)** *Reducing persistent disparities in performance among student subgroups is the broad mandate of the Student Opportunity Act.* | **Needs additional information in order to meet statutory requirements** * Narrative needs to describe gaps in learning experiences and outcomes for specific student groups identified through an analysis of data disaggregated by student group
* Rationale for selecting student groups needs to be based on gap-closing for targeted student groups
* If a plan identifies most or every student group in the district, it needs a rationale for doing so that is based on gap-closing
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| **Meets expectations, with recommendations for strengthening** * More detail about the size and scope of gaps would provide valuable information for stakeholders
* Broadening the set of data analyzed to include measures beyond MCAS would provide a more complete picture of student needs
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| **Plan Element #2: Selection of Evidence Based Practice (EBP) Areas and Metrics** |
| **Statutory Requirement(s)*** *Each district must provide a description of specific evidence-based programs it will implement (adopt, deepen, or continue) that will address persistent disparities in achievement among student groups.*
* *Districts must identify outcome metrics to measure success in addressing persistent disparities in achievement among student groups.*
 | **Needs additional information in order to meet statutory requirements** * For each EBP, additional detail is needed in order to understand how:
	+ the district is allocating resources to support implementation *(e.g., funding, deployment of staff, PD)*
	+ its implementation will lead to gap-closing for identified student groups
	+ the district is implementing strategies that reflect high-quality approaches described in the research and evidence base
* Selected EBPs need to explicitly address needs identified in the disaggregated data analysis
* Outcomes metrics need to have clear connections to the EBP
* A brief rationale for any EBP not included a district’s original plan is needed to complete the review of the FY22 SOA Plan Amendment
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| **Meets expectations, with recommendations for strengthening** * Consider adding interim outcomes metrics to measure progress if you have selected longer-term measures that may take multiple years to be realized
* Where plans include large numbers of EBPs, recommend that they focus on a just few that will have the greatest impact on gap-closing for targeted student groups. *(e.g., a short form plan with 9 EBPs)*
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| **Plan Element #3: Budget/Resource Allocation** |
| **Statutory Requirement(s)***For each program selected, districts must note the funding budgeted for this program in the upcoming fiscal year and the associated foundation budget category(ies). These funds could be across Chapter 70 or other local, state, federal, or grant-based funding sources.* | **Needs additional information in order to meet statutory requirements** * Missing or incomplete budget information is needed in order to complete the review of the FY22 SOA Plan amendment
* District will be asked to provide additional information if the budget:
	+ only addresses how additional FY22 Chapter 70 funds are being utilized
	+ includes one or more large expenditures listed as ‘Other’ with no additional detail or inadequate detail
	+ represents a small proportion of additional FY22 Chapter 70 and ESSER allocation the district is receiving
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| **Meets expectations, with recommendations for strengthening*** Consider adding additional evidence-based program areas where the total budget represents a small proportion of additional FY22 Chapter 70 and ESSER allocation that the district is receiving
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| **Plan Element #4: Engaging all Families** |
| **Statutory Requirement(s)***Districts must provide a description of how the district will effectuate and measure increased parent engagement and include specific plans targeted to parents/guardians of low-income students, English learners, and students with disabilities.* | **Needs additional information in order to meet statutory requirements** * Plan needs additional information detailing specific approaches for engaging parents/caregivers of low-income students, English learners, and students with disabilities
* Plan needs to include a metric that will be used to measure increased family/caregiver engagement over time
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| **Meets expectations, with recommendations for strengthening feedback*** Where caregiver metrics are vague, recommend revising them so that it is clear what is being measured and how it will be measured
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| **Plan Element #5: Stakeholder Engagement in SOA Plan Development** |
| **Statutory Requirement(s)***Each district’s plan must be developed by the superintendent in consultation with the school committee and shall consider input and recommendations from parents and other relevant community stakeholders, including special education and English learner parent advisory councils, school improvement councils, and educators in the school district.* | **Needs additional information in order to meet statutory requirements** * DESE records do not reflect that the district’s original SOA plan was approved by its School Committee
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| **Meets expectations, with recommendations for strengthening feedback*** Where stakeholder engagement is limited to the education community, recommend that as they collect ongoing feedback on SOA plan implementation, the district broaden the set of stakeholders it consults with to include parents and caregivers, students, and community organizations
* Recommend providing updated information on:
	+ the types of opportunities different stakeholder groups, particularly those representing student groups targeted in the SOA plan, are provided to offer feedback on SOA plan implementation and the FY22 SOA Plan Amendment.
	+ what the district has learned from stakeholder groups and how that is reflected in the FY22 SOA Plan Amendment
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